

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Cindy Chauvin Gray

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pointe-Aux-Chenes Elementary School

(As it should appear in the official records)

School Mailing Address 1236 Highway 665

(If address is P.O. Box, also include street address.)

City Montegut State LA Zip Code+4 (9 digits total) 70377-2232

County Terrebonne Parish State School Code Number* 15LA419DV

Telephone 985-594-2131 Fax 985-594-6849

Web site/URL http://www.pac-tpsd-la.schoolloop.com E-mail sandrasedvin@tpsd.org

Facebook Page
http://www.facebook.com/terrebonneparishschoolistrict
Twitter Handle _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Mr. Philip Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail: pmartin@tpsd.org

District Name Terrebonne Parish School District Tel. 985-876-7400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Roosevelt Thomas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 19 Elementary schools (includes K-8)
 - 9 Middle/Junior high schools
 - 4 High schools
 - 1 K-12 schools
- 33 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	10	20
K	20	15	35
1	16	10	26
2	13	17	30
3	12	12	24
4	5	17	22
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	76	81	157

5. Racial/ethnic composition of the school:
- 49 % American Indian or Alaska Native
 - 1 % Asian
 - 5 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 44 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 38%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	69
(4) Total number of students in the school as of October 1	180
(5) Total transferred students in row (3) divided by total students in row (4)	0.383
(6) Amount in row (5) multiplied by 100	38

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 75 %
 Total number students who qualify: 106

Information for Public Schools Only - Data Provided by the State

The state has reported that 90 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 15 %
24 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	94%	95%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Success begins when teachers, parents, and community members work together to ensure student achievement and promote positively awesome citizens.

PART III – SUMMARY

“I will act in such a way that I will be proud of myself, and others will be proud of me, too. I came to school to learn, and I will learn. I will have a great day today.” This is a personal pledge that is said each morning at Pointe-Aux-Chenes Elementary School.

Situated deep in the marsh south of Houma LA, the Pointe-Aux-Chenes community lies upon an area of land that is potentially in peril. Located along a narrow bayou and 15 miles north of the Gulf of Mexico, it has been repeatedly damaged by flood waters. That erosion has turned the once abundant oak trees in Pointe-aux-Chenes, which means "Oak Point" in French, into empty husks. Erosion has also turned areas where people once fished and trapped into waterlogged marshes or open water. In 2005, Hurricane Rita caused flooding and up to 8 feet of water to parts of the town, including the elementary school.

Pointe-Aux-Chenes Elementary is a Title I school nestled beside a curving road several miles off the highway. Here at the smallest school in the district, we educate 160 students in grades PreK- 4. Seventy-five percent of our students receive free or reduced lunch. Additionally 49% of our students are Native Americans of the United Houma Nation, Pointe-Aux-Chien Indian Tribe or Biloxi Chitimacha Confederation of Muskogeans. Prior to 1963, Native American children were not allowed to be educated in the public schools and attended ‘Indian Schools’, most of which only went up to the seventh grade. For decades, Native American children were educationally underserved and the community suffered from the wounds of their educational neglect.

Today, when you walk through the front doors of Pointe-Aux-Chenes Elementary, you immediately know why students feel loved and safe. The walls in the front hall are actually a gigantic mural, painted by a past teacher who is now a local popular folk artist. Student work-particularly student writing-is hung with pride outside classroom doors.

Traditions and culture run deep at Pointe-Aux-Chenes (PAC) Elementary. Parents and the Community partner with our school as vital stakeholders, preparing students for their future as stewards in this distinctive bayou community. The Parent Teacher Community, Native American Tribal leaders, and community business owners all play a part in enriching the lives of the students of PAC. They provide activities and presentations that not only prepare students for future careers but also develop a knowledge and sense of belonging for the rich culture into which they were born.

High expectations are held for teachers as they consistently use Response to Intervention to address student needs. The 19 staff members include teachers, paraprofessionals and administrators who collaborate in Professional Learning Communities (PLC) and use Data-Based Decision Making. In these PLCs, data is analyzed to find strengths and weaknesses of individual and groups of students. Once gaps are identified, the team decides what strategies best suit student needs. Students are pulled into intervention groups of six or fewer for enrichment and remediation. Students receive assistance in after-school tutoring. A system developed by the Leadership Team helps to ensure that specific student misconceptions are addressed. Staff pull folders which include items students have missed on assessments. These staff members sit with individual students (or a group of students that share the same misconceptions) and address these misconceptions in a systematic way. Students are “thinking out loud,” and staff are listening for specific deficits. These are recorded, and brought back to the PLC to analyze how these misconceptions are best addressed. Learning styles are considered as interventions are planned.

Professional Development ensures that teachers have up-to-date information to strengthen pedagogy. Using input from teachers and the Leadership Team, the principal ensures that teachers have resources to impact student learning. Research is done to find innovative ideas for the classroom. Teachers are given opportunities to go to district, regional, and state workshops to return with strategies to share. Funding sources are tapped for material resources.

Building confidence is essential. To build confidence, we must embrace who we are. The Native American community visits Pointe-Aux-Chenes to share their history, crafts, regalia, and dancing with the students.

The district Title VII Coordinator often visits the school and community to offer assistance and encouragement to all. Events such as Fall Festival, Family Learning Nights, School Lunch Week, and Winter Jam allow families to socialize and join their children in the school atmosphere. 4-H participation has resulted in student awards, encouragement of civic responsibility, and healthy lifestyles. The “Gulf Guardian Award” was awarded to Pointe-Aux-Chenes Elementary students for “Saving a Vanishing Culture.” This validates that students are learning about environmental issues, as well as encourages them to become leaders of positive change.

Pointe-Aux-Chenes Elementary is a place where the local community can take pride and share confidence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The goal of core curriculum at Pointe-Aux-Chenes Elementary is to prepare students for the rigor expected at grade level and at subsequent grade levels to ensure that all students are college- and/or career-ready. There are certain aspects of each grade level's curriculum that can be taught as an entire school community. Visitors walking around see that high expectations are set. Current edited writing is posted throughout the building. A "critical word" is presented daily, and each class discusses that word. In the classroom, students are taught to be confident thinkers, gaining confidence in their ideas by finding evidence to support them. Students share ideas vocally as a prerequisite to their future as contributing citizens.

English Language Arts (ELA) is an area in which Pointe-Aux-Chenes Elementary students have historically shown weakness. Foundational skills at all grade levels include phonics, phonemic awareness, and reading fluency. The ELA program, aligned with Common Core State Standards, integrates reading, writing, speaking, and listening. Due to a high percentage of students with a comprehension deficit, the "Close Reading" technique is taught school-wide. Students are taught to read a passage more than once and pay closer attention to details. Data shows this has resulted in a higher rate of student comprehension proficiency.

The ELA curriculum includes intervention groups consistently held for 30 of 180 minutes of instruction daily. Learning stations include self-paced computer programs, writing, literacy, vocabulary, and social living integrated with literacy activities. All students participate in guided reading groups, with some in additional groups to address deficits and provide enrichment. While teachers and staff work with students who need additional support, on- and above-level students work together in reading circles, or individually, to complete challenging assignments.

Math instructional time encompasses 90 minutes of comprehensive instruction. A discovery of one's own strategy, along with the whys of mathematics, enables learners to build numeracy sense. Math Common Core State Standards provide guidance for mathematics instruction. All teachers use daily sprints for mathematical fluency. Foundational skills for all grade levels are addressed in fluency and in small groups. Teachers vary instructional strategies to engage all students with concrete, model representation, and abstract material in three to four types of activities. Instruction is delivered in whole-group, small groups, and individualized settings. Essential components in mathematical instruction including manipulatives, measuring instruments, and computers are used.

The state comprehensive curriculum is used in Science and Social Studies at all grade levels. Grade Level Expectations (GLEs) increase in rigor and are built upon at each subsequent grade level. In Science, students are taught vocabulary and facts through text, discovery, and the completion of projects in the form of tasks in preparation for real-life experiences and expectations. In K-3, there is a combination of science and social studies with the GLEs adding another layer to the foundation. For example, when addressing timelines, the K GLE is to "order events that take place in a sequence using appropriate vocabulary." In fourth, the GLE is to "interpret data presented in a timeline or construct a historical timeline." Third grade is where the structure of Social Studies curriculum is laid: geography, civics, economics, and history.

Teachers continue to tie in real-world situations to lessons. Informational texts in the form of textbooks, trade books, magazine articles, electronic texts, and newspaper articles are utilized. Current events are used to connect content to what is happening in the world today. Using teacher-made tests and computer assessments, progress is monitored and instruction is tailored to the needs of students. Often, a student who does not perform well in ELA and Math excels in science and/or social studies. For those who perform below grade level, intervention is provided in after-school tutoring and individual review of subject matter. For those needing help in prerequisite vocabulary, a study guide is issued. Graded tests are sent home for parent-assisted corrections. To differentiate according to ability, student choice is given for projects. Students are encouraged to voice ideas and opinions. A gifted student incited a new reward strategy. He wrote a proposal, presented it to the leadership team, and the strategy is still successful today!

Pre-K has a major impact on educational achievement of our disadvantaged children, whose experiences in vocabulary and travel are limited. The daily curriculum, aligned with the LA Birth to Five Early Learning and Development Standards, is one of math, reading, writing, science, and social studies embedded in the teaching of social skills. The program provides instruction correlated with 38 Common Core State Standard objectives. Foundational skills are precursors to fluency and problem-solving in K through 3rd grade. Portfolios and progress monitoring assist in ensuring that students will reach the anticipated student outcome of entering Kindergarten ready to learn.

2. Other Curriculum Areas:

Pointe-Aux-Chenes Elementary students are rich in talent and spirit. It is important that we keep the students healthy and confident so that they may become well-rounded citizens and carry on cultural traditions.

Since art evokes emotion, and emotion triggers memory, art is used in the classroom across the curriculum. A 30-minute block is apportioned for a daily dose of music, arts, and crafts. In Pre-K, art is essential as the children gain control over their fine motor skills and eye-hand coordination. This is an important foundational skill in the development of fine lines and curves needed in writing. All students are exposed to reading plays and poetry. Students sing during morning meeting. Students are exposed to cultural art artifacts, native dance, and regalia during an annual Indian presentation. For Christmas, students perform for their parents by singing and acting-out songs. An annual talent show and an annual art show are held for those who wish to display their talents. Students are also taught to answer task-related questions by drawing diagrams and building models. For example, students create instruments from recyclable materials in science class and build topographic models in social studies.

It is the belief of Pointe-Aux-Chenes Elementary that good physical health is necessary for healthy brain functioning. Adaptive PE services are provided to those students with physical limitations. Physical Education and Health and Nutrition are both taught in the classroom according to the standards, and in daily school practice. H&PE is given a 30-minute block of time five times a week for grades K through 4. Pre-K has 40 minutes of outdoor play embedded in the curriculum daily. Health is also taught in science and embedded in informational texts in reading. Grade Level Expectations for the students involve competency and application of movement, active lifestyles, physical fitness, responsible social behavior, respect for differences, and the search for enjoyable, challenging, socializing self-expression. Pointe-Aux-Chenes' philosophy on the H& PE curriculum mirrors that of the State's philosophy that, "Quality physical education is not a specific curriculum or program." Instead it provides instruction in building a child's self-confidence, morality, and self-management skills. Equipment is available in the form of balls, basketball and soccer goals, and a court and playing field. Students are able to compete at the end of the year for ribbons in fun field events.

Students are encouraged to dance at school parties and talent shows, sing and cheer for morning meeting, and do hand motions to trigger the brain in the classroom to increase fluency in math and vocabulary. Students have internalized terms such as compare and contrast by singing this song weekly. From K through 4th grade, students can refer to the hand motions when seeing this vocabulary on tests. A yellow brick road circles the backyard cemented area where K through 4th grade students can walk with friends for recess, and Pre-K students ride around on bikes and cars, complete with road signs and pretend gas stations. "Smart Snacks" are sold during recess. Cafeteria food is also low in caloric content and fat. In 2014, Pointe-Aux-Chenes Elementary was recognized for promoting a healthy environment by the school district when the district achieved recognition by the USDA as being a Bronze Level Healthier US School Challenge Award winner.

Since the ultimate goal of Pointe-Aux-Chenes Elementary School is to prepare students for college and career, the teaching of technology is essential. In order to prepare Pre-K through 4th grade students for skills for the future, the curriculum includes teaching of "soft skills" on the keyboard. Students are held accountable for their improvement in words typed per minute and use of essential tools in completing keyboarding tasks—especially in computer-based testing. The students also work on research for reports. Computer-based assessments track student progress and generate reports for data gathering and instruction

adjustment. Programs include incentive features such as “room designing” and badge earning. Pre-K students are in computer lab for ½ an hour once a week. K through 4th students participate two hours per week in the lab. All grade levels have five computers that students use for at least 15 minutes per day.

3. Instructional Methods and Interventions:

Pointe-Aux-Chenes Elementary boasts a high quality core instructional program focused on the Common Core State Standards, with all teachers differentiating to meet individual needs. To ensure students are college and career ready, more rigorous standards are taught using the CCSS in English and Math. Critical thinking and writing skills are a priority, with a school-wide focus on response to text. The three tiered instructional process is used in grades K-3, putting on-grade-level achievers at Tier 1, those needing additional strategic support at Tier 2, and those needing intensive assistance at Tier 3. In reading, Tier 1 students get 60 minutes of weekly small group instruction; Tier 2 and Tier 3 students get 60 minutes of small group instruction and 30 minutes of intervention daily. Tier 2 students are put into groups of 6 or fewer. Tier 3 student groups, with a maximum of 3 students, receive instruction, sometimes 1 -2 grade levels below. Grade 4 students use the 30 minute block set aside for the tiered instructional process in reading to review state assessment-like reading comprehension skills using state assessment data from the previous year for placement.

In math, the three-tiered approach is used for grades K-4th, and the remediation process consists of technology-based programs and small group instruction. Differentiated instruction is done in the classroom in the form of student choice of product or strategy, small groups by ability level, and technology-based programs. Pointe-Aux-Chenes Elementary uses project-based learning by gearing students toward stewardship of the environment. One example is an ongoing event where students plant trees on levees, and launch “floating islands” to help save the coast. One year, a kaleidoscope of butterflies migrated through our schoolyard, allowing students to observe their life cycles.

Teacher lesson plans are designed to deliver explicit instruction. Lessons begin with an anticipation set, designed to reflect the rigor of assessments. Displayed standards keep the lesson in-focus. Pointe-Aux-Chenes Elementary uses a unique folder system where data is gathered from teacher-made tests, computer-based assessments, and progress monitoring. This data is used to pinpoint misconceptions. Staff pull these folders to remediate students on skills instructions that is rigorous and aligned with the CCSS and state testing. Staff listen to students, take anecdotal notes, and address each misconception at its source. This has proven effective in boosting student achievement. Goal setting and progress monitoring at the school, classroom, and student level—with tangible rewards for effort—demonstrate the effectiveness of motivation.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

At Pointe-Aux-Chenes Elementary School, we believe in rewarding effort. With high expectations for all, goals are set and progress is tracked by teachers and students. Trend data from the Integrated Louisiana Educational Assessment Program (iLEAP) ELA reveals 30% increase from 2010 to 2014. In iLEAP Math, proficiency grew from 60% in 2010 to 76% in 2014, an increase of 16%. Louisiana Educational Assessment Program (LEAP) ELA trend data shows growth from 52% proficiency in 2010 to 76% in 2014, a growth of 24%. In LEAP math, proficiency grew from 58% in 2010 to 69% proficiency in 2014.

When comparing Native American students to White students taking the third grade standardized math assessment (iLEAP), it can be noted that both groups steadily grew from 2009-2010 to 2013-2014, with the exception of white students falling by 5 percentage points in 2011-2012. Native American proficiency grew by 26% in five years. White students grew by 21%. Disadvantaged students grew 16% over the 5 year period; special education students dropped to 0% proficiency during that period. Data is skewed with a small population in special ed.

When comparing Native American students to White students taking the fourth grade standardized math assessment (LEAP), Native Americans grew in proficiency by 12 points from 2009-2010 to 2013-2014, though growth was unsteady. White student proficiency was at 100 points for 2010-2012, but fell in proficiency in 2013-2014. Over the years, disadvantaged students peaked at 94% proficiency in 2011-2012, and hit a low point at the beginning (50%), and end (52%) of the 5 year period. Special Education students peaked at 83% proficiency in 2010-2011, and fell to 50% proficiency in 2013-2014.

For iLEAP ELA, Native American scores were consistently higher than white students' scores, with white students scoring 78% proficiency and Native Americans scoring 92% proficiency in 2013-2014. Disadvantaged students scored at 63% proficiency, and 50% of special education students scored proficient.

Fourth grade (LEAP) ELA scores in 2013-2014 showed an 11% proficiency growth since 5 years prior. Native Americans had 60% proficiency, while white students had a 46% proficiency rate. Forty-seven percent of disadvantaged 4th graders scored proficient; 20% of special education students scored proficient.

To close gaps between subgroups and ensure success for ALL students, we continue to implement numerous strategies such as: Native American and Special Education paraprofessionals providing interventions, school-wide incentives encouraging effort and success, and families attending learning activities. We strive to identify students needing assistance and in danger of not succeeding. Our increase in teacher and leader capacity allows for more productive collaboration. Identifying strengths and weaknesses in a timely manner allows us to target specific needs to be addressed through research-based strategies.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Point-Aux-Chenes Elementary's principal, instructional coach, specialists, and teachers review data regularly to track student progress and plan adjustments in instruction and intervention using the Response to Intervention (RTI) model. Students are identified as needing Tier I (core), Tier II (targeted), and Tier III (intensive) instruction. In August, January, and May, the STAR Math (K through 4th), STAR Reading (2nd through 4th), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS K through 3rd) assessments are used to measure growth and results are used to plan instruction. Star Early Literacy Assessment is administered to grades K-2nd and low functioning 3rd graders; Weekly progress monitoring is done in reading using DIBELS assessment. Trends are found in individual student data. Intervention changes are made for students falling four times below the projected aim line. Since DIBELS is not used in 4th, STAR Reading is used for progress monitoring. In Math, a student is placed in Tier 2, receiving additional interventions using Successmaker and Accelerated Math. If there is no success despite instructional changes, the student is referred to the Student Building Level Committee-Student Assistance Team for further evaluation and possible special education services. In Pre-K and Kindergarten, the Developing Skills

Checklist (DSC) evaluates growth and proficiency. Matching the rigor and format of state testing, the Educator's Assessment Management System (EADMS) is used to assess third and fourth grade students in math, English/Language Arts, Science, and Social Studies at four checkpoints. Individualized score reports indicate the specific skill deficits of each student. Goals are set by school, class, and student. Individual assessment results are communicated to parents and students in conferences, report cards, and progress reports. School progress is showcased to the community via district websites and social media, school newsletters, newspaper articles, and the school marquee.

Part VI School Support

1. School Climate/Culture

Pointe-Aux-Chenes (PAC) Elementary School students and staff are Positively Awesome Citizens. Each morning, pledges are said, and students send out greetings for a positive school day. Procedures and expectations are posted, practiced, and reinforced. Smiles are contagious.

PAC emphasizes positive behavior in many ways. “Honey Money” for good behavior is redeemable for prizes and privileges. Students who put forth extreme effort toward academic goals receive “Extra Effort” tickets. “Target Tickets” are randomly pulled for a free snack each week for students who meet whole-school behavior targets. Testing students who are present and actively testing during high stakes testing, enjoy a fun day with an auction and bounce house. Themed dress-up days are provided throughout the year to students who maintain monthly good conduct and during the last nine weeks, good conduct students are treated to a “water day”. A class with perfect attendance for a month earns a pizza party. Individual perfect attendance students receive popcorn. Completing 100% of weekly homework allows a student to have a Friday jean day. Friday Morning Meeting brings the school together to celebrate birthdays and academic successes of the week in a “pep rally” sort of way.

Teachers are treated to complimentary coffee and treats. They, too, are rewarded “Target Tickets” for performing targeted tasks that promote student success, and these are randomly pulled for a treat from the principal. Praise notes are placed outside their doors by other staff members. A “Shout-Out Board” reveals peer observance of staff efforts. The teacher with the most “shout outs” for a month becomes teacher of the month, and is recognized by a small gift and a sign at her door. “Jean days” are allowed for teachers who attend extra-curricular activities. Peer observations are scheduled, and peers are asked to leave “wow” notes. The principal also leaves “wow” notes after walkthrough observations.

Students and teachers “give back” by collecting hundreds of dollars in pennies for an annual penny drive for a military scholarship fund, and for a consolidated drive that benefits a variety of charities. A student gives her Honey Money to buy a present for a needy child at Christmastime. It is this spirit of caring that has visitors talking about the positive environment of Pointe-Aux-Chenes Elementary.

2. Engaging Families and Community

Since the ultimate goal for Pointe-Aux-Chenes Elementary students is for them to become Positively Awesome Citizens, a positive portrayal of the citizenship of its community is essential. For this reason parents and community are invited to become entwined in the school environment.

While it is difficult to get parents in on a daily basis, efforts are made to invite them in as much as possible. For individual needs, parents are called in to conference about their children. Requests by parents for conferences are addressed in a timely manner. Activities such as Daddy-Daughter Dance, Family Literacy Night, PARCC Night, Winter Jam, Veteran’s Day Celebration, Heritage Day, Library Week, Santa Shoppe, Fall Festival, school decorating, fund-raising activities, talent night, holiday gatherings, and student reward celebrations bring families together in the enjoyment of fun and learning times for their children.

Pointe-Aux-Chenes Elementary has joined forces with Partners in Education to build earth stewardship and provide motivation for student success. In collaboration with a major oil company and a local agricultural center, 3rd and 4th grade students plant trees on nearby levees, and help build “floating islands” on the road to Isle De Jean Charles- the land of Indian ancestors. This sets the stage for students to learn about environmental issues, and brings in a positive connection with community activists. An annual Veteran’s Day celebration instills a sense of patriotism as students are introduced to community military. In honor of a staff member’s fallen son, students collect pennies to fund a military scholarship. This has attracted dignitaries from a local university, who have brought messages of encouragement toward advanced studies, and the reading of books on “Read Across America” day. A local surveying company hosts a “Character Counts” event for the students, rewarding them for good character and also participates in “Read Across

America” day. Native American presentations provide students with a snapshot of their history. A summer culture camp hosted by the local tribe is held for students. Christmastime is a big event at Pointe-Aux-Chenes Elementary. Local churches and business come in with presents, food and holiday cheer. Fourth graders hold a career week, and local successful business people come to give them information and hope for a bright future. These annual events contribute to the success of the students, allowing them to believe in themselves, gain pride and confidence, and embrace heritage, based on art, stewardship in environment and education, and culture.

3. Professional Development

Pointe-Aux-Chenes Elementary strives to advance collaborative efforts in order to enhance student achievement and school improvement. The school is participating in the Professional Learning Community Academy provided by the district. These PLCs impact the capacity of administrators and teachers. Staff gathers as grade levels, and across grade levels. First-year Kindergarten teachers join veteran teachers at a nearby elementary school for their weekly PLC. A leadership PLC meets each Monday. Monthly PLCs bring the instructional staff together to share strategies, provide PD, and analyze data. Teachers analyze classroom test items to see trends in student results, and to decide how testing, and instruction, can be improved to align with standards. The Common Core Standards are compared across grade levels. Teachers review student writing by using the standards-aligned rubrics. Teachers take standardized practice tests so that they can better align lessons and assessments to the CCSS.

In order to ensure that district and school PD are aligned with academic standards, professional development is delivered first at the district level. It is during school PD opportunities that district PD is delivered to the instructional staff by the administrator, instructional coach, teacher leader, or a teacher who has proven effective in the use of a strategy aligned with standards and district expectations. If resources are not available at the school level, specialists are brought in from the district level to ensure that instruction is aligned with academic standards. Since Pointe-Aux-Chenes’ weakness is in reading, constant communication is exchanged between staff and the district multisensory coordinator. Special Education Facilitators are constant visitors, helping the special education teacher successfully implement strategies for autistic students. Teachers are sent to staff development activities outside of the district when funds are available and the need is warranted. Teacher mentors are assigned as needed. Consultants and professional development are provided by the district. A District Leadership Academy is held annually. Resources are sent through email chains from the district, administration, and teachers. Professional development is also provided through videos found on computer websites.

The impact has been powerful. Stakeholders know the rigor and development of the standards. Teachers know how to adjust instruction. They know specific deficits of their students. By analyzing data, immersing oneself in standards and assessments at all grade levels, and collaborating with experts and peers, teachers provide a learning environment conducive to high levels of learning.

4. School Leadership

Pointe-Aux-Chenes Elementary leadership structure consists of the Principal, an Instructional Coach, Teacher Leader, Student Assistance Coordinator, a special education Teacher, and Librarian/testing coordinator. This team convenes on Monday afternoons to evaluate program effectiveness and student achievement using a compilation of data from chaired committees, such as Positive Behavior Incentive Support, Site, School Building Level Committee-Student Assistance Team (SBLC-SAT), and Professional Learning Communities. The tone of present school culture and achievement is decided upon and adjusted based on teacher input during this leadership meeting. Leadership’s philosophy is that a school cannot function without the positive relationships among all stakeholders and students and that students become successful because adults believe in them and acknowledge their efforts toward success. By maintaining this, we strive to build confidence in our students, support from the community, and capacity in our teachers. The principal sets the tone for relationship-building and instruction where positivity in all aspects of school life is modeled and expected. A model life-long learner, the principal is constantly looking for opportunities to grow. Researching, collaborating with experts, and attending professional meetings and

workshops are some of the ways leadership advances in knowledge of curriculum and behavior. Pride is fostered through affirmations of the inheritance of a unique culture and student and community achievement. Because past experiences in education were not always positive ones for the community, leadership endeavors to build relationships that nurture pride, with an emphasis on student achievement, a desire for educational advancement, and a love for learning and school life.

The principal addresses safety, respectfulness, responsibility, and learning. Crisis plans and safety measures are reinforced throughout the year. Maintaining the physical plant, handling the budget, providing material resources, and managing personnel are some of the responsibilities taken care of by the principal.

The most important position the principal takes is instructional leader who facilitates programs that provide support to teachers and students. Formal and informal observations result in constructive feedback for teachers, providing them specific strategies to improve their pedagogy. Walking into classrooms, sitting alongside a student, or pulling a student out for one-on-one instruction are some of the ways leadership impacts student achievement. Calling parents for conferences, and assuring that communication is maintained between parents and teachers is imperative. The principal, SBLC-SAT coordinator, speech therapist, classroom teacher, parents, and counselor meet weekly on students who need intensive, or strategic, assistance. Community service to the school is coordinated by leadership to complement the academic philosophy and address the physical needs of the child.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Integrated Louisiana Educational Assessment Program (iLEAP)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic, Mastery, and Advanced	76	76	68	63	60
Advanced	12	14	10	0	0
Number of students tested	21	33	31	30	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Basic, Mastery, and Advanced	68	69	60	59	52
Advanced	7	12	12	0	0
Number of students tested	28	16	25	27	21
2. Students receiving Special Education					
Basic, Mastery, and Advanced	0	50	38	50	33
Advanced	0	0	0	0	0
Number of students tested	2	2	8	4	2
3. English Language Learner Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
5. African- American Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Basic, Mastery, and Advanced					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Basic, Mastery, and Advanced	86	75	70	64	60
Advanced	14	17	10	0	0
Number of students tested	12	12	20	14	15
8. Native Hawaiian or other Pacific Islander Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
9. White Students					
Basic, Mastery, and Advanced	71	78	55	60	50
Advanced	12	11	9	0	0
Number of students tested	17	9	11	15	10
10. Two or More Races identified Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Louisiana Educational Assessment Program (LEAP)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic, Mastery, and Advanced	69	68	86	86	58
Advanced	13	7	0	0	8
Number of students tested	32	30	30	29	27
Percent of total students tested	84	97	97	97	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	16	3	3	3	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Basic, Mastery, and Advanced	52	77	94	88	50
Advanced	29	5	0	0	0
Number of students tested	14	22	18	17	18
2. Students receiving Special Education					
Basic, Mastery, and Advanced	50	0	67	83	33
Advanced	0	0	0	0	0
Number of students tested	6	0	6	6	6
3. English Language Learner Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
5. African- American Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Basic, Mastery, and Advanced	75	92	76	75	63

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	13	0	0	0	0
Number of students tested	16	12	17	16	5
8. Native Hawaiian or other Pacific Islander Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
9. White Students					
Basic, Mastery, and Advanced	55	53	100	100	59
Advanced	18	13	0	0	12
Number of students tested	11	15	11	12	17
10. Two or More Races identified Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					

NOTES: Due to small enrollment numbers, high percentages exist. Alternate assessment will not be used to test any students beginning in the 14-15 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Integrated Louisiana Educational Assessment Program (iLEAP)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic, Mastery. and Advanced	86	73	68	77	56
Advanced	0	7	6	3	8
Number of students tested	21	32	31	30	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Basic, Mastery. and Advanced	63	64	64	74	44
Advanced	0	7	4	4	10
Number of students tested	22	30	25	27	21
2. Students receiving Special Education					
Basic, Mastery. and Advanced	50	0	38	25	12
Advanced	0	0	0	0	0
Number of students tested	2	2	8	4	6
3. English Language Learner Students					
Basic, Mastery. and Advanced					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Basic, Mastery. and Advanced					
Advanced					
Number of students tested					
5. African- American Students					
Basic, Mastery. and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Basic, Mastery. and Advanced					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Basic, Mastery. and Advanced	92	79	75	79	67

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	0	7	5	7	6
Number of students tested	12	14	20	14	15
8. Native Hawaiian or other Pacific Islander Students					
Basic, Mastery. and Advanced					
Advanced					
Number of students tested					
9. White Students					
Basic, Mastery. and Advanced	78	59	64	73	30
Advanced	0	6	9	0	0
Number of students tested	9	17	11	15	10
10. Two or More Races identified Students					
Basic, Mastery. and Advanced					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Basic, Mastery. and Advanced					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Basic, Mastery. and Advanced					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Basic, Mastery. and Advanced					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Louisiana Educational Assessment Program (LEAP)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic, Mastery, and Advanced	76	85	59	67	52
Advanced	14	4	0	0	4
Number of students tested	32	27	28	29	28
Percent of total students tested	84	93	96	93	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	16	7	4	7	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Basic, Mastery, and Advanced	47	75	69	64	41
Advanced	17	0	0	0	0
Number of students tested	19	24	16	17	17
2. Students receiving Special Education					
Basic, Mastery, and Advanced	20	33	40	57	16
Advanced	0	0	0	0	0
Number of students tested	5	3	5	7	6
3. English Language Learner Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
5. African- American Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Basic, Mastery, and Advanced	60	85	40	43	50

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	7	0	0	0	0
Number of students tested	15	13	15	14	8
8. Native Hawaiian or other Pacific Islander Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
9. White Students					
Basic, Mastery, and Advanced	46	67	83	92	56
Advanced	18	0	0	0	6
Number of students tested	11	15	12	13	16
10. Two or More Races identified Students					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Basic, Mastery, and Advanced					
Advanced					
Number of students tested					

NOTES: